



Sean Brady
Prism Decision Systems, LLC

64 Johnson Avenue
Binghamton, NY 13905

607-727-1088

sean.brady@prismdecision.com
www.prismdecision.com

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To: Perry Dewey
CC: DCMO BOCES cabinet and strategic planning team
Date: Saturday, January 26, 2019
Re: Prism: DCMO BOCES strategic planning update meeting minutes (1.25.2019)

Thank you

Thanks all for an extremely productive day.

Special ed and instructional support services performance metrics

The following action items emerged during the cabinet meeting:

- By our summer 2019 meeting, special education will decide whether or how to implement the following metric: “% student time out of classroom.”
 - Is this too complicated to define and track, or not? Is it a valid measure for our districts’ to evaluate our program?
 - Is there a sub-measure that is easier to define and track and that would act as a valid proxy?
- By our summer 2019 meeting, special education add to the performance table the following 2017-18 & 2018-19 data:
 - % seniors eligible to receive a Regents or local diploma who do so (1.0 weighting under ESSA)
 - % seniors eligible to receive a Regents or local diploma who earn a Regents diploma and one or more of
 - CTE endorsement (2.0 weighting)
 - passing the NOCTI (2.0 weighting)
 - a CDOS endorsement (1.5 weighting)
 - % students earning SACC who score an
 - average of 4 on the NYSSA (2.0 weighting)
 - average of 3 on the NYSSA (1.5 weighting)
 - % seniors eligible to receive a Regents or local diploma who transfer to HSE and receive an equivalency diploma in the senior year (0.5 weighting)
- By our summer 2019 meeting, instructional support services will
 - Add 2018-19 baseline data for the following professional development measures:
 - Effectiveness: % of PD participants rating the PD as effective or highly effective
 - Clarify the “total served by enrichment services” metric:
 - Do we need to better define this measure such as “total students served by career related enrichment”
 - Do we need to redefine this measure to include all enrichment services (e.g., arts & education, spelling bee, etc.)

Below are the revised Spec Ed and ISS performance metrics as of today's meeting:

Performance measures	2016	2017	2018	2021 target
Special Education				
% high quality IEPs	-	-	TBD	TBD
% chronic absence	30	33	31	10
% eligible seniors who earn Regents or local diploma	-	-	TBD	TBD
% eligible seniors who earn a Regents diploma and one of CTE endorsement, NOCTI or CDOS	-	-	TBD	TBD
% students earning SACC who score ≥ 3 on the NYSSA	-	-	TBD	TBD
% seniors eligible to receive a Regents or local diploma who transfer to HSE and receive an equivalency diploma	-	-	TBD	TBD

Performance measures	2016	2017	2018	2021 target
Instructional Support Services				
Total students served by enrichment services (#)	-	345	416	1500
% agreeing that "The technology available to me is up-to-date and adequate to perform my job responsibilities." (Q.20)*	-	60	60	70
% agreeing that "My requests for needed updates to, or support for technology receive appropriate attention." (Q.21)	-	61	67	77
% of professional development participants who rate the PD as effective or highly effective	-	-	-	TBD

Management services performance metrics

Below are potential metrics for use with management services (italics indicate the preferred metric):

- **Cooperative purchasing:**
 - *Cost saving versus state contract (as a percent)*
 - Number of participating districts
- **Food services:**
 - *Cost per meal*
 - Total meals served
 - Measure of food safety
 - Utilization rate
 - Measure of waste
 - Measure of nutrition
 - Total savings versus district benchmark costs
- **Print shop:**
 - *Average of cost per print or impression*
 - Total copies + impressions
 - Total count of orders completed
 - Error rates
 - Cost per impression
 - Cost per layout
 - Customer satisfaction (based survey)
 - Number of participating districts or municipalities
- **Health & safety:**
 - *Cost of service versus district cost on their own*
 - Number of findings

- Utilization: Percentage of participation in available services
- Customer satisfaction (based on survey)
- **Financial tracking:**
 - Average increased reimbursement (Medicaid) per district
 - Average cost of service versus district cost on their own
- **CBO:**
 - Claims and internal audit results (accounts payable errors per district)
 - Timely reporting (on time delivery)
 - Utilization: Percentage of participation in available services

Progress monitoring updates

Below are each team's reports of progress:

Career & technical education:

<p>CTE <u>Key Milestones:</u></p> <p>Attendance:</p> <ul style="list-style-type: none"> * Comprehensive plan giving info to districts * Consistent attendance monitoring between campuses * Work on Social/Emotional needs - COMMUNITY Bldg. group developed 	<p><u>Critical Action Steps:</u></p> <ul style="list-style-type: none"> * Share attendance info w/faculty * technical assessments: Precision vs. NOCTI * SR Projects - expectations/communication to teachers * Certifications consistent b/w campuses * Career Tree - Consistency & Support to Staff
<p><u>SUMMER:</u></p> <ul style="list-style-type: none"> * CA - what worked? what hasn't worked? for previous Career Expl. * Further work/refinement - Career Tree - Senior Projects * Data related to CA * Retention/Engagement 	

Instructional support services:

<p>^{SS} <u>Milestones</u></p> <ul style="list-style-type: none">• new PD evaluation rubric• new phones + PD for implementation• Campaign for Grade Level Reading - building community engagement<ul style="list-style-type: none">• Screeners reviewed	<p><u>In Progress</u></p> <ul style="list-style-type: none">• Tier 1 Reading - ID ^{Regiona initiative}• phone/safety related applications<ul style="list-style-type: none">• gathering data for targets• business/community career exploration• LINKS planning
<p><u>Future</u></p> <ul style="list-style-type: none">• be data ready!• build understanding <p>Work toward commitment of reading initiative.</p>	

Management services:

<p>^{Manag Svc} <u>Key Milestones</u></p> <ul style="list-style-type: none">• Coop-Purchasing training/online shopping cart• Health & Safety increased involvement w/ comp. districts & DCMO depts.• Printing Services Customer Training for Online Ordering System• Sp. Prog Finance Providing feedback districts w/ work/progress report at ea. visit	<p><u>Critical Action Steps</u></p> <p>Coop Purchasing:</p> <ul style="list-style-type: none">• Promote WinCap Imports• H&S and PI service• Collaborate w/ Comp. School Safety teams about Crisis response <ul style="list-style-type: none">• MAC & Cabinet Inc. collaboration potentially thru inclusive mtgs monthly or as needed
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Prep for Summer Mtg

Coop Purchasing:

- Accessible Training Videos

H&S and PI Service:

- Construct Mock Crisis

Special education:

^{SWD} Key Milestones Achieved

- 1.) Classroom Team Meetings with Minutes
- 2.) Indicator 13 / Transition Training / IEP
- 3.) Attendance
- 4.) Community Building (Parents / Staff working together)
- 5.) Technology upgrade / tools to allow increased tracking

Critical Action Steps:

- 1.) Attendance
 - determining / refining / removing time out of class
- 2.) Gather data